



Leading Implementation Self-Validation

What is Red Rose Letters and Sounds?

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a systematic, synthetic phonics planning programme using the Letters and Sounds approach titled *Red Rose Letters and Sounds*. This planning programme has been developed, continuously evaluated and refined over several years prior to publication, using the expertise of effective classroom practitioners and early reading experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year 1.

Red Rose Letters and Sounds builds on the strong foundations contained within *Red Rose Letters and Sounds Communication Language and Literacy, Phonological Awareness - Phase 1* Planning Programme. *Red Rose Year 2 Spelling Programme* is available to support the teaching, learning and assessment of phonics into spelling in Year 2. This supports fidelity and consistency throughout Year 2, and it meets, and exceeds, the expectations of the National Curriculum for Key Stage 1. The LPDS team have also developed Red Rose Spelling Programmes for Year 3, Year 4 and Year 5 into Year 6 based on the National Curriculum for spelling.

What is the intent behind Red Rose Letters and Sounds?

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

What is included to implement *Red Rose Letters and Sounds*?

The programme includes:

- trajectories for Reception and Year 1 with termly expectations
- detailed overviews for each phase
- comprehensive daily planning following revisit/review, teach, practise, apply
- word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences, including dictation
- regular consolidation opportunities to embed learning
- assessment and progression document and assessment checkpoint tracker to support the identification of children on track, and those falling behind, to ensure fidelity to the *Red Rose Letters and Sounds* programme. Additional materials for all phases are available to purchase such as, grapheme phoneme correspondence cards and grids, formation phrase cards and grids, tricky word cards and grids.

How has *Red Rose Letters and Sounds* developed from the 2007 *Letters and Sounds Handbook*?

The consultants at LPDS have created a tightly focused progression from Phases 2 to 5 informed by classroom practice and subject expertise. All phases have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences. Planning materials have been created in a user-friendly format, are easily accessible, and can be adapted according to the children's needs. It is recommended that all adults delivering phonic sessions access regular training and support to guarantee continued high-quality practice.

Which reading schemes link to *Red Rose Letters and Sounds*?

Reading schemes using a *Letters and Sounds* based progression, closely match the progression in *Red Rose Letters and Sounds*. Schools will need to ensure that guided, one-to-one and home reading books are fully decodable in line with statutory guidance, and that taught GPCs are contained within closely matched books. This provides the opportunity for schools to select books from more than reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*. The LPDS consultant team can provide advice and guidance with book-matching support, for a wide range of appropriate reading schemes.

Is *Red Rose Letters and Sounds* validated?

As per the guidelines from DFE, there is no requirement for schools to select a validated programme.

Information for schools

There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic and used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and that achieves strong results for all pupils, including the most disadvantaged. (DFE [Choosing a phonics teaching programme - GOV.UK](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme))

Red Rose Letters and Sounds is not a validated programme for the following reasons:

- during the validation window, systematic, synthetic phonics programmes (SSPs) were required to select **only one** reading scheme publisher. *Red Rose Letters and Sounds* advocate using a range of publishers to provide a rich reading diet of decodable texts, rather than the guidance in the Core Criteria 13
- *Red Rose Letters and Sounds* provides the option for schools to use print and pre-cursive resources, rather than just print, as per the guidance in the Core Criteria 11

The Department for Education invited LPDS to submit *Red Rose Letters and Sounds* for validation. The Consultants at LPDS have self-validated *Red Rose Letters and Sounds* against the 16 Essential Core Criteria. See the chart detailing this below.

Notes in **red** indicate that *Red Rose Letters and Sounds* meet the criteria.

Notes in **blue** illustrate where *Red Rose Letters and Sounds* have made additions to the criteria.

Department for Education - 16 Essential Core Criteria for published Systematic Synthetic Phonics Programmes

Red Rose Letters and Sounds – Self Validation

Criteria	Explanatory notes	<i>Red Rose Letters and Sounds</i>
1 Constitute a complete SSP programme providing fidelity to its teaching framework for the duration of the programme.	Note 1: Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children how to read. A programme should promote the use of phonics as the route to reading unknown words before any subsequent comprehension strategies are applied. It should not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills. It should not include lists of high frequency words or any other words for children to learn as whole shapes ‘by sight’. The focus should be on phonemes Footnote 2 and not on ‘consonant clusters’ (/s/+p/+l/ not /spl/) or ‘onset and rime’ (/c/+a/+t/ not c-at, m-at, b-at). Footnote 2: Focus on phonemes includes those few cases where a letter or letters form a unit corresponding to two phonemes, e.g., ‘x’ as /k+s/ in ‘box’, ‘ew’ as /y+oo/ in ‘few’, ‘qu’ as /k+w/ in ‘queen’.	<i>Red Rose Letters and Sounds</i> is a full systematic, synthetic planning programme with fidelity to the progression trajectory.
2 Present systematic, synthetic phonic work as the prime approach to decoding print.	Note 1: Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children how to read. A programme should promote the use of phonics as the route to reading unknown words before any subsequent comprehension strategies are applied. It should not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills. It should not include lists of high frequency words or any other words for children to learn as whole shapes ‘by sight’. The focus should be on phonemes Footnote 2 and not on ‘consonant clusters’ (/s/+p/+l/ not /spl/) or ‘onset and rime’ (/c/+a/+t/ not c-at, m-at, b-at).	This approach is consistently planned throughout the programme. Regular explicit modelling, direct instruction, practise and application opportunities for decoding are included within the planning document. Early reading approaches use phonics (word reading) for decoding prior to the development of comprehension.

3	Enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1.		The programme provides a clear route through Phases 2-5 with a strong and swift start in Reception and an explicit trajectory of learning to meet, and exceed, the expected standard in the Year 1 Phonics Screening Check. Half-termly expectations are provided for Reception and Year 1 to ensure a rigorous pathway through the phases. It is essential that children in Reception begin the programme on entry to school. <u>Reception</u> Phase 2 – 12 weeks Phase 3 – 15 weeks Phase 4 - 4 weeks <u>Year 1</u> Phase 4 Recap – 4 weeks Phase 5 – 5 weeks – further graphemes for reading and writing Phase 5 – 4 weeks – alternative pronunciations for graphemes Phase 5 – 13 weeks – alternative spellings for phonemes Red Rose Reading Learning and Progression Steps documents support planning for word reading to meet and exceed Early Learning Goals. Phonics Screening Check (PSC) graphemes are included throughout the programme. Pseudo words are included from Phase 3 Week 12 onwards for Phonics Screening Check practice. <u>Year 1 and Year 2 – word reading</u> Lancashire Key Learning in Reading and Learning and Progression Steps documents support planning for word reading through decoding by the end of key stage 1.
---	--	--	--

4	Be designed for daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence.		The programme provides clearly focused daily lesson sequences following revisit/review, teach, practise, apply from Phases 2-5. Grapheme-phoneme correspondences (GPCs) are introduced in tightly focused incremental steps with carefully considered application opportunities into reading and writing.
5	Begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on.		From Phases 2-5, groups of GPCs are progressively planned, including 3-4 new GPCs per week. Phase overviews and trajectories are provided in order that practitioners understand the progression by week and phase. Following teaching of new GPCs, specific words and sentences have been carefully planned which enable children to read and spell many words early on to support decoding and transcriptional fluency.
6	Progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English.		Carefully considered word banks are included to support planning to apply phonic knowledge of skills into reading and writing after explicit teaching of each GPC. These word banks include decodable high frequency words linked to each group of GPCs. In addition, stretch and challenge word banks are provided which support vocabulary development across each phase.
7	Teach children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word.		Within the programme, daily sessions include modelling of blending with the GPCs taught in the session and include previously taught GPCs. Children then apply blending of individual phonemes through a word, following modelling and supported with sound buttons.

8	Teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words.		Within the programme, daily sessions include modelling of segmenting using phonic fingers/phoneme frames with GPCs taught which includes previously taught GPCs. Children then apply segmenting of individual phonemes for spelling and writing. Explicit links between segmenting for spelling and blending for reading are included throughout the programme. Children are taught that segmenting is the reverse of blending.
9	Provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences.		As part of daily phonics sessions and in additional handwriting practice sessions, opportunities are included for children to practise the spelling of GPCs with application into words and sentences. Dictated sentences are frequently included so children can apply phonic words, tricky words, and high frequency words within engaging activities to develop transcriptional fluency.
10	Ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme.	Note 2: Common exception (or 'tricky') words are those that include grapheme-phoneme correspondences (GPCs) that are an exception to those children have been taught. They include correspondences that are unusual and those that will be taught later in the programme (such as 'said' and 'me'). Programmes should teach children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words should be introduced gradually.	Within the programme, tricky words and high frequency words have been specifically planned within each phase to ensure children can read and write them. This exceeds the previous expectation from the <i>Letters and Sounds 2007</i> handbook. Careful consideration, based on classroom practice, has informed the placing of all tricky words and high frequency words within each phase, to ensure these are at the correct point of learning. Daily planning ensures the explicit teaching, practising and application of tricky words. These are clearly colour-coded in red.

11	Provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words ('tricky words') learned.	Note 3: At first, children should not be taught to join letters or to start every letter 'on the line' with a 'lead-in' because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print). Footnote 3: Children may be taught simple exit strokes for letters that end 'on the line' (a, d, h, i, k, l, m, n, t, u).	The programme includes support resources for printed lower case and capital letters for direct teaching of GPC recognition. In addition, pre-cursive formation phrase resources are available. This allows schools to select their preferred approach when teaching handwriting from Reception. The teaching and application of words and sentences with learned GPCs, tricky words and high frequency words, are included via dictated sentences and oral composition into writing.
----	--	--	---

Note 4: Direct teaching sessions should involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. Teaching and learning activities should be interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal. Where computer-based resources are included, these should support or supplement direct teaching by the teacher, but not replace it.

Note 5: At each step, children should have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught, cumulatively. For this purpose, the programme should provide: a) words and texts for reading practice

b) teaching activities for writing practice (letter formation and spelling)

Resources provided as part of the programme such as:

- flash cards
- friezes
- word cards
- grapheme wall posters should match the GPCs and progressions in the programme.

Red Rose Letters and Sounds is structured daily with a revisit/review, teach, practise, apply sequence. Daily implementation involves direct teaching using the same routine.

The explicit teaching section has three elements.

1. Teaching of a GPC follows the three-part sequence:
 - hear it and say it
 - see it and say it
 - say it and write it
2. Modelling blending for reading and segmenting for spelling
3. Teaching of a tricky word

Multi-sensory approaches are included daily within this programme to engage and motivate all learners, and familiar teaching and learning strategies are repeated to ensure children succeed with GPC recognition, and application into reading and writing.

The daily teaching sessions can easily be adapted for online delivery, if required.

Resources provided match the GPCs and progression of the programme.

- Phase 2, 3, and 5 GPC words
- formation phrase cards
- tricky word cards and mats
- common exception word cards and mats
- Phase 2, 3 and 5 GPC mats
- grapheme wall posters
- pseudo word cards
- alphabet strips

13	Provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read. unknown words	Note 6: The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions should be a small number of common exception words that the child has learned as part of the programme up to that point. In the early stages, even these should be kept to a minimum. Practising with such decodable texts will help to make sure children experience success and learn to rely on phonic strategies. Note 7: If a complete programme relies on guidance on the teaching of phonics from one publisher and decodable books from another, the programme publisher must demonstrate: - where matching decodable books can be sourced - how these decodable books match the phonic progression of the programme Additionally, the programme publisher must state how they communicate this information to schools. To ensure ongoing validity and currency, programmes should regularly update the recommended sources of decodable books that match their programme (including publisher details) and share this with schools.	<i>Red Rose Letters and Sounds provides the freedom for schools to choose a <u>variety of decodable texts from a range of reading schemes</u>. This will ensure sufficient closely matched reading material supports children’s reading development. One single reading scheme may limit the application of phonic knowledge and skills. Using a range of texts from different reading schemes, ensures a wider reading diet for children.</i> Schools need to use the <i>Red Rose Letters and Sounds</i> progression with fidelity to organise decodable reading books in the correct sequence. Book matching charts from a wide range of publishers, in collaboration with the early reading experts at LPDS, have been produced to support schools with book organisation.
14	Include guidance and resources to ensure children practise and apply the core phonics they have been taught. Footnote 1: This should include providing examples of adapted teaching approaches and materials that accommodate the learning needs of children with special educational needs and/or disabilities where required. This could include, for example, editable large dice, small magnetic whiteboards with magnetic letters as well as phoneme frames, foam magnetic letters and flash cards.	Note 8: A phonics programme should not include teaching and learning activities that are: - over elaborate - difficult to manage - take children too long to complete - will likely make children focus on something other than reading or writing For example, it should not include finding letters in sand, because children are likely to focus more on playing with sand than on learning about letters. Teaching and learning activities like this may be valuable for other areas of learning including developing language but are not suitable for core phonics provision. A publisher should consider testing and trialling teaching and learning activities to ensure they are effective for all children, particularly those children with additional learning needs.	<i>Red Rose Letters and Sounds includes comprehensive planning guidance, with engaging teaching and learning strategies for every session from Phase 2 to Phase 5. They have been carefully planned in order that they provide opportunities for children to apply the core phonics directly taught in a session. All approaches are easily adaptable to accommodate the learning needs of children with special educational needs and/or disabilities, and for stretch and challenge.</i>

15	Enable children's progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of falling behind, including the lowest attaining 20% of children	Note 9: Full guidance should include clear expectations for children's progress. If the programme is high quality, systematic and synthetic, it will, by design, map incremental progression in phonic knowledge and skills. It should therefore enable teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. Children who are at risk of falling behind need extra practice to consolidate and master the content of the programme. Programmes should provide guidance on how to support these children so that they keep up with their peers. Options for support could include 1 to 1 tutoring. They should not suggest or provide a different SSP programme for these children.	Within the programme, a comprehensive assessment and progression document and assessment checkpoint tracker is provided. These tool outline clear incremental progression steps for phonic knowledge and skills, and expectations of progress within and across phases. It enables teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. The Primary English and Literacy team at Lancashire Professional Development Service recommend that <i>Red Rose Letters and Sounds</i> is used to support extra practice for children falling behind. Guidance for tailoring support is included within CPD sessions. Consolidation weeks are included within the teaching programme. LPDS works in collaboration with <i>Phonics Tracker</i> which can be purchased in order to support formative and summative assessment of individual children. This helps to diagnose gaps in learning which can inform a bespoke catch-up approach using this SSP. In addition, two catch-up programmes are available which include diagnostic assessment tools and reflection checkpoints: • Red Rose Fast Track Phonics – Phases 2, 3 and 4 • Red Rose Bounce Back Phonics – Phases 4 and 5
----	---	--	--

16	Provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience.	Note 10: High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. A comprehensive programme of training must ensure continuous professional development of all those leading or delivering phonics teaching, assessing children’s progress, and supporting children who are at risk of falling behind the expected pace of the programme. Programmes should demonstrate how they will ensure those delivering the training are appropriately qualified and that they have the capability, capacity and resources to provide on-going support to those teaching phonics in different settings. Programmes should also demonstrate a responsive approach to changing circumstances and an ability to adapt delivery methods when required.	CPD available includes implementation training for leaders and practitioners, bespoke consultancy, planning support, demonstration sessions, health checks, book matching advice, monitoring and evaluation and the opportunity to visit Red Rose Leading Teacher schools.
----	---	---	---